



Communities That Care

Community Resources Assessment Training

Next Steps

Participant's Guide

Module 5

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Notes

Module 5



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Notes

Module 5 goal

Communities That Care

Plan for the next steps in the *Communities That Care* process.

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Notes



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Objectives

Communities That Care

1. Confirm and assign actions.
2. Develop and agree on a final work plan and time line.
3. Discuss how to communicate the work plan to stakeholders.



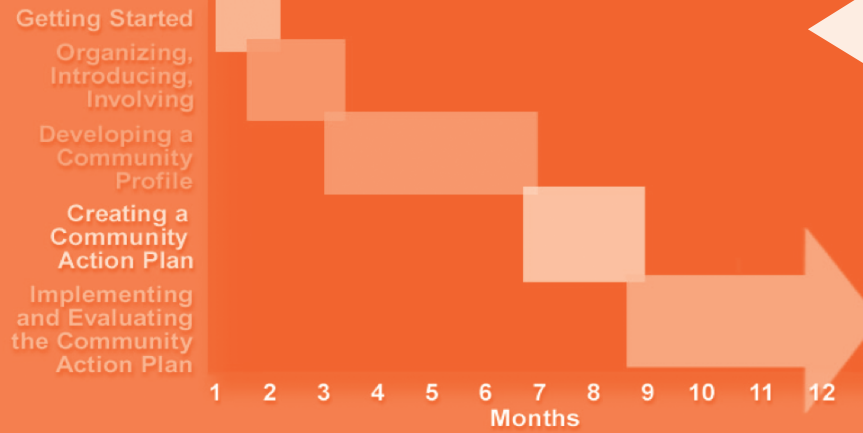
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Notes

First-year time line

Communities That Care



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Notes



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Assigning actions



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1. Review actions identified in previous modules.
2. Assign specific actions to individuals or groups.
3. Brainstorm and assign additional actions.

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Notes

Developing a work plan and time line

Communities That Care

1. For each action:
 - Set a deadline.
 - Identify necessary resources.
 - Specify barriers or issues to resolve.
2. As a group, create a time line for the major actions and events.

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Notes

Next Steps Worksheet

[illegible]

Next Steps: Time Line

		Months											
		JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC
Major actions/events													



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Communications

Communities That Care

Discuss how the work plan will be communicated to:

- Community Board members and work groups
- Key Leaders.

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Notes

Thought for the day

Communities That Care

“Never doubt that a small group of thoughtful, committed citizens can change the world.”

Margaret Mead

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Notes

Notes

Appendix 1:

Further Reading

Appendix 1

Further Reading

- Catalano, R. F., Arthur, M. W., Hawkins, J. D., Berglund, L., & Olson, J. J. (1998). Comprehensive community- and school-based interventions to prevent antisocial behavior. In R. Loeber & D. P. Farrington (Eds.), *Serious and violent juvenile offenders: Risk factors and successful interventions* (pp. 248-283). Thousand Oaks, CA: Sage Publications.
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- Hawkins, J. D. (1999). Preventing crime and violence through *Communities That Care*. *European Journal on Criminal Policy and Research*, 7, 443-458.
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Appendix 2:

Communities That Care **Milestones and Benchmarks**

Milestones and Benchmarks

Phase One: Getting Started

Milestones

Organize the community to begin the *Communities That Care* process.

Benchmarks

Designate a single point of contact to act as a catalyst for the process.

Identify a Champion (a community leader) to guide the process.

Inventory existing community services addressing youth and family issues.

Identify a lead agency committed to supporting the project.

Secure a Coordinator/Facilitator (to work at least half time).

Form a core work group to activate the process.

Develop a roster of Key Leaders to involve in the process.

Prepare an initial work plan and time line for getting started.

Identify and secure the resources needed to get started.

Define the scope of the prevention effort.

Define key aspects:

Define the community to be organized.

Identify the health and behavior issues to be addressed.

Agree on what is involved in the "prevention" response.

Identify legislative/funding supports or constraints.

Agree on the Community Board's role.

Begin to define how the Community Board will operate in the community.

Summarize issues related to the key aspects.

Develop an action plan to address outstanding issues related to the key aspects.

Milestones and Benchmarks

Milestones	Benchmarks
Identify community readiness issues.	<p>Investigate community readiness issues.</p> <p>Ensure agreement on issues to be addressed.</p> <p>Ensure that community members have a common definition of “prevention.”</p> <p>Ensure that the community values collaboration.</p> <p>Ensure that community-wide support exists for a risk- and protection-focused, data-driven, research-based, outcome-focused prevention approach.</p> <p>Obtain school district support for the <i>Communities That Care Youth Survey</i>. Administer the survey as early as possible.</p> <p>Plan for coordination among existing initiatives and planning efforts.</p> <p>Identify community stakeholders.</p> <p>Identify other community readiness issues.</p>
Analyze and address community readiness issues, or develop a plan for addressing them.	<p>Analyze outstanding community readiness issues.</p> <p>Address “show-stopper” issues (critical to moving forward).</p> <p>Develop an action plan for addressing outstanding community readiness issues.</p>
The community is ready to move to Phase Two: Organizing, Introducing, Involving.	<p>Develop a work plan for moving to Phase Two: Organizing, Introducing, Involving.</p> <p>Identify and secure the resources needed for Phase Two.</p>

Appendix 2

Milestones and Benchmarks

Phase Two: Organizing, Introducing, Involving

Milestones	Benchmarks
Engage Key Leaders (positional and informal).	<p>Hold the Key Leader Orientation.</p> <p>Obtain formal Key Leader commitment.</p> <p>Identify the role of Key Leaders.</p> <p>Identify a Key Leader Board (a core group of Key Leaders).</p> <p>Develop a plan for communication between the Community Board and Key Leaders.</p> <p>Solicit Key Leader input on potential Community Board members.</p> <p>Obtain necessary memoranda of agreement or joint-operating agreements from relevant stakeholder groups.</p>
Develop a Community Board to facilitate assessment, prioritization, selection, implementation and evaluation of tested, effective programs, policies and practices.	<p>Identify and recruit a diverse, representational group of potential Community Board members.</p> <p>Hold the Community Board Orientation.</p> <p>Ensure that Community Board members understand their roles and responsibilities.</p> <p>Establish an organizational structure (including leadership roles and committee and/or work-group structures).</p> <p>Define the Community Board's relationship with other coalitions and collaboratives.</p> <p>Develop a formal method of communication among the Coordinator/Facilitator, Community Board members and the Key Leader Board.</p> <p>Ensure the development and approval of an initial work plan and time line for implementation by stakeholders.</p> <p>Develop a documentation mechanism for the <i>Communities That Care</i> process.</p>

Milestones and Benchmarks

Milestones	Benchmarks
Educate and involve the community in the <i>Communities That Care</i> process.	<p>Develop a vision statement with input from Key Leaders, the Community Board and community members. Share the statement with community members.</p> <p>Inform community members of the <i>Communities That Care</i> process.</p> <p>Develop mechanisms for involving community members.</p> <p>Create a plan for involving youth.</p> <p>Ensure that the Community Board has developed a process for ongoing communication with the community.</p> <p>Develop an orientation mechanism for new Key Leaders and Community Board members.</p>
The community is ready to move to Phase Three: Developing a Community Profile.	<p>Create an initial work plan and time line for Phase Three: Developing a Community Profile.</p> <p>Identify and secure the resources needed for Phase Three.</p>

Milestones and Benchmarks

Phase Three: Developing a Community Profile

Milestones

The Community Board has the capacity to conduct a community assessment and prioritization.

Collect community assessment information and prepare it for prioritization.

Prioritize populations or geographic areas for preventive action, based on risk- and protective-factor data.

Benchmarks

Create a Risk- and Protective-Factor Assessment work group to conduct data collection and analysis.

Hold the Community Assessment Training.

Ensure that the work group has the appropriate skills and expertise.

Develop a work plan and time line for data collection and analysis.

Identify and secure the resources needed for the assessment process.

Ensure that the *Communities That Care Youth Survey* has been conducted.

Collect archival data as needed to supplement the *Communities That Care Youth Survey*.

Prepare the *Communities That Care Youth Survey* and archival data for prioritization.

Identify populations with high levels of risk and low levels of protection.

Identify geographic areas with high levels of risk and low levels of protection.

Milestones and Benchmarks

Milestones	Benchmarks
Identify priority risk and protective factors.	<p>Decide who will be involved in the prioritization process.</p> <p>Identify priority risk and protective factors.</p> <p>Brief Key Leaders on the community assessment results.</p> <p>Prepare and distribute the Community Assessment Report.</p>
Conduct a resources assessment and gaps analysis.	<p>Create a Resources Assessment and Evaluation work group to conduct the resources assessment and gaps analysis.</p> <p>Involve service providers and other youth service agencies in the resources assessment.</p> <p>Hold the Community Resources Assessment Training.</p> <p>Identify and assess existing policies, programs and practices that address the priority risk and protective factors.</p> <p>Identify gaps in services.</p> <p>Brief Key Leaders on the resources assessment and gaps analysis results.</p> <p>Prepare and distribute the Resources Assessment Report.</p>
The community is ready to move to Phase Four: Creating a Community Action Plan.	<p>Develop an initial work plan and time line for Phase Four: Creating a Community Action Plan.</p> <p>Identify and secure the resources needed for Phase Four.</p>

Appendix 2

Milestones and Benchmarks

Phase Four: Creating a Community Action Plan

Milestones	Benchmarks
The Community Board has the capacity to create a focused Community Action Plan.	<p>Hold the Community Planning Training.</p> <p>Ensure that the Community Board has the necessary skills and expertise to support plan development.</p> <p>Engage all stakeholders whose support is required to implement the plan.</p> <p>Create appropriate work groups to support plan development.</p> <p>Develop a work plan and time line for plan creation.</p> <p>Identify and secure the resources needed for plan development.</p>
Specify the desired outcomes of the plan, based on the community assessment data.	<p>Specify desired outcomes (long-term goals) for youth development.</p> <p>Specify desired outcomes for risk and protective factors.</p>
Select tested, effective programs, policies and practices to address priority risk and protective factors and fill gaps.	<p>Specify the population or geographic area to be addressed.</p> <p>Investigate tested, effective programs, policies and practices for each priority risk and protective factor.</p> <p>Involve Key Leaders, Community Board members, service providers, youth and community members in selecting tested, effective programs, policies or practices.</p> <p>Select tested, effective programs, policies or practices for each priority risk and protective factor.</p> <p>Engage organizations, agencies or groups to be involved in implementing each new program, policy or practice; obtain their commitment to implementation.</p> <p>Identify desired program and participant outcomes for each program, policy or practice.</p>

Milestones and Benchmarks

Milestones	Benchmarks
Develop implementation plans for each program, policy or practice selected.	<p>Develop preliminary tasks, a time line and a budget for each new program, policy or practice.</p> <p>Identify training and/or technical assistance needed for each new program, policy or practice.</p> <p>Identify the resources needed to implement each new program, policy or practice.</p> <p>Identify potential funding sources and allocation strategies for each program, policy or practice.</p> <p>Involve youth in implementation planning as appropriate.</p>
Develop an evaluation plan.	<p>Develop a work plan and time line for the collection of problem-behavior, risk-factor and protective-factor data from participants every year, to measure progress toward the desired outcomes. Consider using the <i>Communities That Care Youth Survey</i> to measure progress.</p> <p>Develop a work plan and time line for the collection of program and participant outcome data for each new program, policy or practice.</p>
Develop a written Community Action Plan.	<p>Ensure that Key Leaders, Community Board members and community members endorse the plan.</p> <p>Distribute the plan throughout the community.</p>
The community is ready to move to Phase Five: Implementing and Evaluating the Community Action Plan.	<p>Develop an initial work plan and time line for Phase Five: Implementing and Evaluating the Community Action Plan.</p> <p>Identify and secure the resources needed for Phase Five.</p>

Appendix 2

Milestones and Benchmarks

Phase Five: Implementing and Evaluating the Community Action Plan

Milestones	Benchmarks
Specify the role of the Key Leader Board, Community Board and stakeholder groups in implementing and evaluating the plan.	<p>Clarify plan-implementation roles and responsibilities for individual Key Leaders, Community Board members and service providers.</p> <p>Develop collaborative agreements with implementing organizations and providers.</p> <p>Hold the Community Plan Implementation Training.</p> <p>Ensure that the Community Board has the necessary skills and expertise to support plan implementation and evaluation.</p> <p>Develop appropriate committees or work groups to support plan implementation and evaluation.</p> <p>Engage and orient new Key Leaders, Community Board members and stakeholders to the <i>Communities That Care</i> process.</p> <p>Establish partnerships with outside evaluators as needed.</p>
Implementers of new programs, policies or practices have the necessary skills, expertise and resources to implement with fidelity.	<p>Ensure that implementers have received the necessary training and technical assistance.</p> <p>Ensure that funding has been acquired to support the implementation of each new program, policy or practice.</p>
Implement new programs, policies and practices with fidelity.	<p>Ensure that implementers have the necessary skills and tools to measure implementation fidelity.</p> <p>Ensure that the program, policy or practice reaches the targeted population.</p> <p>Ensure that the program, policy or practice includes sufficient timing, intensity and duration to achieve the desired results.</p> <p>Ensure that the program, policy or practice achieves the desired program and participant outcomes.</p>

Milestones and Benchmarks

Milestones	Benchmarks
Conduct program-level evaluations at least annually.	<p>Measure program and participant outcomes.</p> <p>Collect baseline, mid- and post-project evaluation data.</p> <p>Refine programs, policies and practices based on the data.</p>
Conduct community-level assessments at least every two years.	<p>Ensure that the Key Leader Board and Community Board review the plan every year.</p> <p>Ensure that the assessment of risk factors, protective factors and problem behaviors is reviewed at least every two years. Readministration of the <i>Communities That Care Youth Survey</i>, for example, can assist this review.</p> <p>Refine the plan based on the assessment results.</p>
Share and celebrate observed improvements in risk and protective factors and child and adolescent well-being.	<p>Share community and program-level evaluation results with the Community Board, the Key Leader Board and community members at least annually.</p> <p>Share community-level evaluation results after readministration of the <i>Communities That Care Youth Survey</i>.</p>

Notes

Appendix 3:

Writing a Report —*A summary of key points*

Writing a Report

The Resources Assessment Report

is a comprehensive description of the results of your resources assessment. The report details findings on the resources working to ensure healthy futures for your community's children. It identifies your community's tested, effective resources, discusses gaps in your community's response to its priority risk and protective factors, and offers recommendations that Community Board members will use to develop the Community Action Plan.

Steps for completing the report:

1. Identify target audiences and uses.

When preparing your report and planning how to distribute the report, it's important to consider who will read the report and how they will use it.

2. Determine the content and format of the report.

The next step is to gather all the information you have collected and organize it according to how you plan to report on it. You'll need to decide what information to include and how to effectively present it.

3. Determine who will write the report.

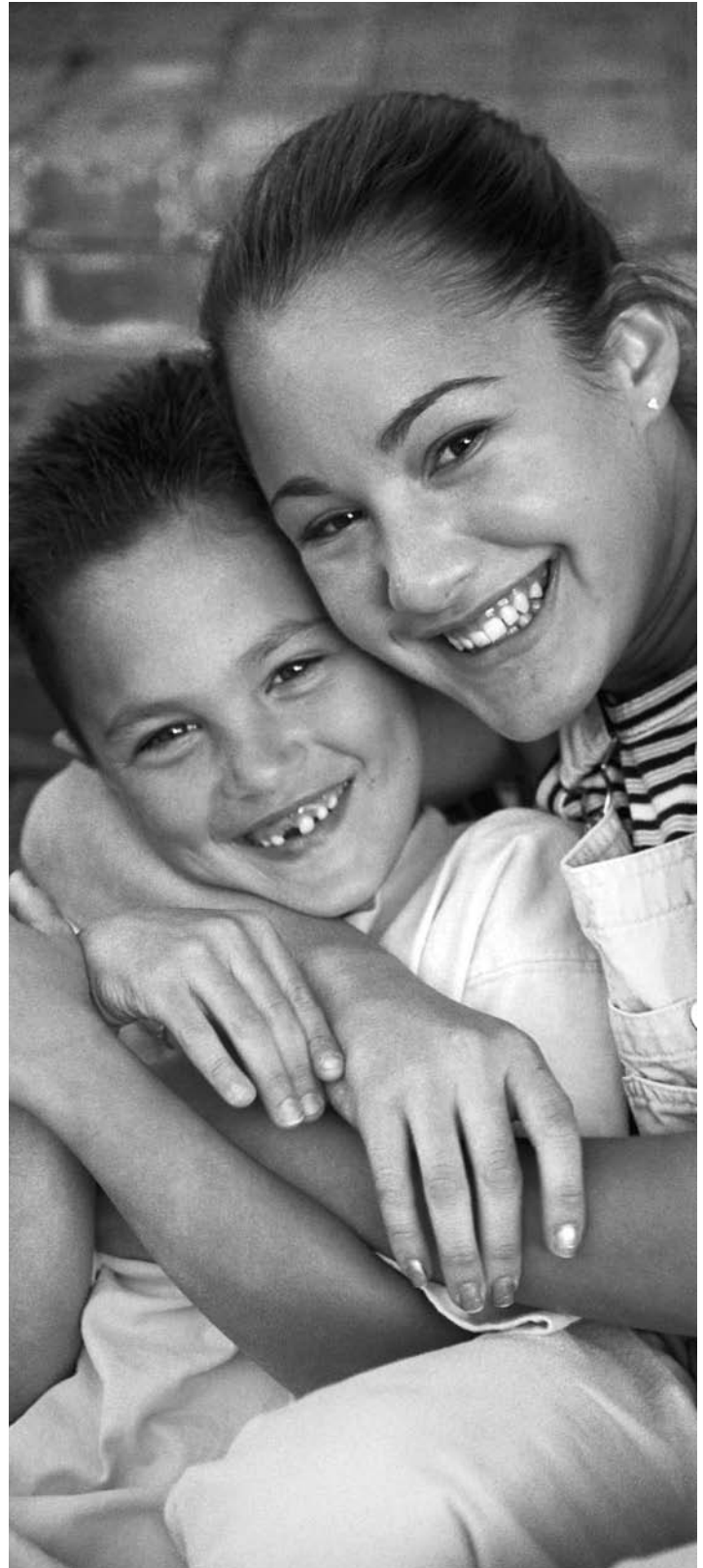
The people who actually prepare the report need the skills and expertise to write the narrative and format the information.

4. Submit a draft for Key Leader approval.

You will want to provide a draft of the executive summary to the Key Leader Board and/or the Community Board Executive Committee for final approval before you release the full report to the general public. This enables community leaders to offer suggestions for fine-tuning the report and to prepare for the public's response to the assessment.

5. Distribute the report to stakeholders.

Once the report is finalized and approved, you'll need to distribute the information in a format appropriate for each target audience. For example, some readers will need the full report, while others will need only an executive summary.



Writing a Report

Identifying your audiences

There may be a variety of people and organizations in your community interested in the Resources Assessment Report—for different reasons. It's important to consider the possible audiences for the report (and how each audience might use the information) before you begin writing. Clearly defining the audiences can help you develop a report that effectively meets each reader's needs. Your audiences will include:

Key Leaders and Community Board members

The information in the Resources Assessment Report can help bolster support for the *Communities That Care* effort among Key Leaders and Community Board members, and help you recruit new members for both boards.

Community members

The report can help raise awareness about your community's strengths and challenges, and about the *Communities That Care* effort. The report may also help increase community members' awareness and use of current tested, effective resources and build support for the Community Action Plan.

Grant-seeking agencies

A variety of agencies in your community may be interested in using the report to demonstrate need in grant proposals.

Communities That Care work groups

The report is key to developing your Community Action Plan. The report will be used in Phase Four to assist in the selection of new tested, effective programs, policies and practices to implement in your community, and to develop systems-change strategies to expand or enhance existing resources.

Organizing your information

There's no one right way to prepare a Resources Assessment Report. You should tailor your content and format to the particular needs of your intended audiences and the key messages you want to convey. As you prepare to write your report, you'll need to:

Gather worksheets and other information sources.

You'll need to make sure that you have:

- a completed resources inventory (from Module 2)
- completed surveys from all resources to be assessed
- completed worksheets from Module 3—the Survey Summary Worksheet, Gaps Summary Worksheet and Resources Summary Worksheet.

You may want to designate a central location where you can store returned surveys and completed worksheets. This way, the information will be organized and accessible when you are ready to begin writing the report.

Determine how you will present the information.

How will you organize the information within the body of your report? There are several possibilities:

- You can organize the information by priority risk factor. For example, you can discuss all of the resources and gaps related to academic failure in one section, and resources and gaps related to family conflict in another.
- You can organize the information by community sector. For example, you can discuss all resources that are based in schools in the same section.
- You can organize the information by resource strategy. For example, you can discuss all parent training programs in the same section.

Writing a Report

Organizing your report

Producing a well-organized report can make it easier for your readers to find and understand information. Your report should include the following sections:

Cover page

The cover page should feature:

- a title that clearly reflects the information presented—for example, “Anytown County Resources Assessment Report” or “Anytown County Resources Assessment and Gaps Analysis.”
- the report’s publication date
- the names of the people who prepared the report—to provide recognition for their efforts, and to let readers know who to contact if they have questions about the report
- the name of the sponsoring or “lead” agency that offers financial and other support to your *Communities That Care* effort. Featuring this agency provides recognition for its support and helps link your effort to a community institution.

Executive summary

Not everyone will have time to read the entire report. The executive summary should highlight the key findings and recommendations. The executive summary should cover:

- the purpose and use of the report
- who prepared the report
- how the information was collected
- conclusions and key findings
- recommendations for the Community Action Plan and the next steps in the *Communities That Care* process.

Introduction

Consider the following guidelines as you write your introduction:

- It’s important to place the report in the context of the *Communities That Care* process. Your introduction should include a brief description of the *Communities That Care* effort in your community and how this report will be used as part of the larger effort.
- For readers who are unfamiliar with the risk- and protective-factor framework, you can include a brief explanation of the prevention-science research base.
- The introduction should include a description of the assessment process—how the information was collected, how resources were assessed and how gaps were identified.
- The introduction should cover any background information readers should know. For example, you might want to note any obstacles you encountered in collecting information or explain why certain information is missing.

Writing a Report

Body

The body of the report should provide a detailed description of your findings. It should include:

- key community background information
- detailed discussions of effective resources
- detailed discussions of gaps, issues and barriers related to the resources.

Conclusion

The conclusion should summarize the key findings of your community resources assessment—it should identify tested, effective community resources, as well as gaps, issues and barriers. The Resources Summary Worksheet from Module 3 is an excellent foundation for the conclusion of your report.

The conclusion should also include recommendations for the Community Action Plan and for the next steps in the *Communities That Care* process.

Appendices

Appendices should include supplemental information that may be useful to some readers but is not included in the report itself. For example, appendices might include:

- acknowledgments of those who helped complete the resources assessment
- supporting information
- a glossary of special terms
- additional background information about the community
- an inventory of resources.



Appendix 3

Writing a Report

Creating an effective report

Use visuals.

A report that features page after page of unbroken, dense text can seem intimidating and inaccessible to many readers. Visuals—tables, charts, graphs, maps and photographs of the community—can be used to break up long blocks of text or highlight important pieces of information.

Acknowledge sources for all information.

Acknowledging sources lends credibility to the information. Be sure to include citations when presenting ideas from another author's work, and include a source line underneath each table, chart or other visual element.

Include definitions.

Your report may include terms that are unfamiliar to some readers, such as risk factors, community resources and gaps. Carefully defining terms can increase the clarity of the information you present and help ensure that all readers interpret terms in the same way. You might include definitions in the main text of the report or in a separate glossary in the appendices.

Provide relevant background information.

It's important to explain any factors that may have influenced the information your report presents. For example, if several resources fail to complete the survey, it is important to include this information so readers understand why information is missing.



Appendix 4:

Glossary

Glossary

Adolescent problem behaviors

Five behaviors—substance abuse, delinquency, teen pregnancy, school drop-out and violence—predicted by risk factors and addressed by the *Communities That Care* system.

Benchmark

A specific step or action the Community Board can take to help achieve a milestone.

Bonding

A strong relationship between a young person and his or her family, school or community, or between a young person and an adult who promotes healthy beliefs and clear standards for behavior.

Champion

A Key Leader responsible for advocating, supporting and guiding the *Communities That Care* effort.

Community Board

The group representing the community's diverse stakeholders that is responsible for carrying out the *Communities That Care* process.

Community resource

A program, policy or practice that helps communities, families, schools and youth enhance protection, reduce risk and promote positive youth development.

Coordinator/Facilitator

A paid staff member who provides support for the Community Board.

Demographic gap

The failure of tested, effective resources to reach youth of specific races, cultures, genders, languages or economic classes.

Developmental gap

The failure of tested, effective resources to reach young people at a relevant developmental period.

Domain

A social institution that influences behavior. The *Communities That Care* research base identifies risk factors in four domains: community, family, school, and peer and individual.

Domain gap

The failure of tested, effective resources to address a priority risk or protective factor in a specific domain (community, family, school, or peer and individual).

Effectiveness gap

The complete absence of tested, effective resources for a priority risk or protective factor.

Funding gap

Insufficient funding to implement or maintain tested, effective resources to address a priority risk or protective factor.

Geographic gap

The failure, due to inconvenient or inaccessible locations, of tested, effective resources to serve residents in specific geographic areas of a community.

Implementation gap

The failure of a resource provider to implement a tested, effective program, policy or practice with fidelity.

Indicated/selective/universal

Target populations for youth-development and prevention resources.

- A resource with an **indicated** target population serves youth who are already engaging in problem behaviors.
- A resource with a **selective** target population serves youth who are at an elevated risk for problem behaviors.
- A resource with a **universal** target population serves all youth in a community.

Key Leaders

The influential individuals in the various sectors of a community—including mayors and other government officials, school superintendents and principals, lead law enforcement officials and religious or cultural leaders—who control resources, impact policy and influence public opinion.

Milestone

A specific goal the Community Board should achieve when implementing the *Communities That Care* system.

Glossary

Opportunities, skills and recognition

Conditions necessary for youth to develop strong bonds to families, schools and communities and to adults who promote healthy beliefs and clear standards.

Prevention science

A field of research that studies the prevention of adolescent problem behaviors.

Protective factor

A condition that buffers young people's exposure to risk. Protective factors promote positive youth development.

Public health approach

A comprehensive, community-wide approach to public health problems that involves: 1) defining the problem, 2) identifying the risk and protective factors that predict the problem, 3) identifying interventions to address those predictors, and 4) implementing and evaluating the interventions.

Resources Assessment Report

A comprehensive description of the results of the resources assessment that:

- details findings on the resources working to reduce risk and enhance protection for adolescent problem behaviors
- identifies the community's tested, effective youth-development and prevention resources
- discusses gaps in the community's response to its priority risk and protective factors
- offers recommendations that board members will use to develop the Community Action Plan.

Risk factor

A condition in the environment or within individuals that increases the likelihood that youth will engage in one or more of the five adolescent problem behaviors.

Social Development Strategy

A research-based and tested model that organizes known protective factors into a guiding framework for building positive futures for children.

Stakeholder

Any group or community member who has a stake in healthy futures for the community's youth.

Tested, effective prevention strategies

Programs, policies and practices that have been proven in well-controlled studies to reduce risk factors, enhance protective factors and improve behavior.

Notes